

TAB D to FY 03 Commander's Curriculum Guidance - Common Scenarios

The development and application of common scenarios will not only drive the experiential learning process, but will facilitate the development of efficient and effective decision-makers. In so doing, these scenarios must also directly support the development of the leader/soldier SKAs. These scenarios must:

1. Be tailored to meet specified training objectives, learning objectives, and leader objectives.
2. Reinforce new doctrine and directly support combined arms and joint doctrine.
3. Support full spectrum operations and practice transitions among offense, defense, stability operations, and support operations to develop self-aware and adaptive leaders.
4. Teach students how to think (not what to think) and apply doctrine creatively during execution.
5. Provide flexible conditions that can support repeated iterations of the same scenario under varying conditions to develop *intuition* and skill in rapidly assessing and modifying the current operation in an evolving environment.
6. Incorporate available training aids, devices, simulations and simulations (TADSS) (specifically, virtual and constructive simulations) to demonstrate, exercise, and assess the application of student planning, preparation, execution, and assessment.
7. Be able to facilitate TEWTs and IPB applications during terrain walks.
8. Enable the students to understand how their branch fits into combined arms operations, and how the Army (as well as other services) fits into unified action, including operations with Army and Joint SOF.
9. Provide a variety and combination of threats that are capabilities-based, and COE-relevant in full spectrum operations.
10. Be structured so that students are faced with complexity and fog, with multiple, simultaneous dilemmas.
11. Support the development of decisive risk takers--leaders willing to make decisions within the commander's intent, but under conditions of significant ambiguity and minimal available information.
12. Allow student officers, warrant officers, and NCOs to train/exercise together, where possible (e.g., Fort Knox's Gauntlet training).

13. Develop and exercise warfighting skills and processes that are transferable to nonwarfighting missions (understanding that most skills are transferable, but knowledge and attributes will often differ between warfighting and military operations other than war).
14. Be exportable from the schools in the form of TSPs to support unit training in the field (at home station or while deployed).